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Unit Plan/Lesson Plan/Assessment

I. **Rationale**

* The novel entitled *Outliers* by Malcolm Gladwell will be an invaluable resource for this level 4 French class because the premise of this unit will focus primarily on the study of success and the effect that a person’s culture may have to inhibit or promote that achievement. Readings and study will concentrate on chapters 2, 3, 4, 7, and 8, in view of the fact that these chapters reflect on cultural themes and achievement themes.

II. **Unit Plan**

* Unit Title: L’Histoire du Succès: *A study of Outliers and Culture*
* Desired Outcome: Students will be able to apply learned French vocabulary and write a creative literary response on what it means to be an outlier and/or reflect on their personal cultural experiences.
* Generalizations/Concepts:
  1. How does the 10,000 hour rule apply to foreign language acquisition?
  2. What factors strengthen / impede one’s chances of becoming an outlier?
  3. How does the idea of opportunity play a role in language learning / or success in general?
  4. Discuss ways in which French culture could be misinterpreted by Americans & relate to chapter 7.
  5. Compare and contrast your culture with that of the French culture…what are the similarities? Differences?
* Learning Targets:
* The following instructional objectives will meet the following disciplinary standards: Communicational Skills and Cultural Understanding [http://www.emsc.nysed.gov/ciai/lote/pub/lotelea.pdf.]
  + Study and implement vocabulary from text translations of *Outliers.*
  + Students will engage in group discussions of the major themes found in *Outliers* in the target language.
  + Students will be able to define and give examples of an “outlier” in the target language.
  + Students will analyze chapter 7 and recognize the parallels between culture/language and its effect on communication.
  + Students will create own interpretations of the significance of the 10,000 hour rule and apply/relate it to their life.

1. Instructional Strategies: Vocabulary flashcards, Short-answer reading quizzes, Group discussions, writing exersises etc.
2. Final Exhibition: Students will have the choice of presenting a creative essay/ movie/ poem/ children’s book in French, based on an interview of a parent, relative, friend etc. who they consider to be an “outlier”
3. Resources: *Outliers* by Malcolm Gladwell, French textbook, French Dictionary.

III. **Lesson Plan**

1. Objective: To discuss chapter 7 in *Outliers* and analyze differences/similarities among cultures.
2. State Standards: Communicational Skills and Cultural Understanding

• Comprehend messages and short conversations when

listening to peers

• Exhibit more comprehensive knowledge of cultural traits

and patterns

• Draw comparisons between societies

• Recognize that there are important linguistic and

cultural variations among groups that speak the same

target language.

1. How to Gain Student’s Attention: I will start the class by telling a story that illustrates an instance where my personal culture has caused a misunderstanding between myself and someone of a different culture or something along those lines.
2. Sequence of Learning & Activities:

* *Application*: As we have our group discussion, students will share experiences that deal with cultural miscommunication and discrepancies.
* *Knowledge*: As a class, we will recall the issue played out in chapter 7, ‘The Ethnic Theory of Plane Crashes’. Students will have the opportunity to elaborate on the events that take place in this chapter.
* *Synthesis*: Students will get in small groups and formulate a few ideas to alleviate the cultural setbacks that were presented in this chapter. They will then choose their best solution and present it to the rest of their peers.
* *Evaluation*: Students will critique each other’s proposals and decide which is most appropriate for a solution, I will also be assessing students during their group presentations.

1. Activities for Student Involvement: Listening to my opening story, Class discussion and Group activity.
2. How will students be grouped: Students will count off and be placed randomly into groups of three or four.
3. Opportunities for practice: After the initial activities are done, we will go over necessary vocabulary from the chapter and students will have a chance to make flashcards in class.
4. How will lesson end: Students will have an opportunity to ask any questions and clear up any uncertainty, flashcards will be used for an upcoming vocabulary quiz…homework will be to study.
5. Materials: Students will need notebooks, index cards, pen/pencil, and a copy of *Outliers.*
6. Estimate Time for Activities: (for a 50 minute class)

* Class culture discussion: 5-8 minutes
* Review of chapter seven: 10 minutes
* Group activity: 10 minutes
* Presentations: 10 minutes
* Vocabulary/flashcards: 10 minutes
* Questions: 5 minutes

1. Evaluation: I will use a formative assessment to grade students during their group presentations. I will be checking to make sure that everyone in the group has participated, the level of comprehension, the level of oral proficiency, and how well the students work together as a group. The students in the class will be assessed both as groups and as individuals, so they will receive two grades (a group grade and an individual grade). This is done purposely so that students will hopefully be motivated to cooperate in their groups and also to promote active involvement among all members. I will grade students using a rubric, which I will make sure to show and explain to the students ahead of time.

IV. **Assessment**

As part of my 11th grade unit plan, L’Histoire du Succès: *A study of Outliers and Culture,* I will include diagnostic, formative and summative assessments throughout the unit in order to determine the students’ level of comprehension. As part of a diagnostic assessment, I will have the students write a journal response in French, in which they compare and contrast their personal culture with that of the French culture. This journal response will be done very early on in the unit, before reading *Outliers*. The purpose of this assessment is for me to see how much the students already know about cultural diversity and also to check to see where they are at in terms of grammar and vocabulary practice. This diagnostic assessment will help them later on when discussing chapter seven as a class.

I will provide a variety of formative assessments throughout the unit, including Informal observations, crossword puzzles, group presentations, and class participation. Two specific formative assessments that I will use are vocabulary quizzes (approximately one every two weeks) and short essay questions. Knowing the necessary French vocabulary is an essential part of being able to communicate in class, so I will give students a vocabulary list at the beginning of the week that pertains to the chapter we are reading, and they will have two weeks to study before being quizzed. I will make sure to keep an even balance between multiple-choice and matching quizzes. Another formative assessment I will use are short essay questions. I will ask questions such as: How does the 10,000 hour rule apply to foreign language acquisition? Who do you consider to be an outlier in your family and why? Discuss ways in which French culture could be misinterpreted by Americans & relate to chapter 7. These short essay answers will help me mark the progress of student understanding throughout the unit.

As part of the final exhibition, students will be given the option of presenting a creative essay, movie, poem, or children’s book in French based on an interview of a parent, relative, friend etc. who they consider to be an “outlier”. The summative assessment will occur during the presentations of the student work. I will check to see that students demonstrate comprehension of what it is to be an outlier and that they have facts to support their ideas. Students will be given a lot of creative freedom, but they must demonstrate the ability to communicate to the best of their ability in French when presenting. The students will be assessed in content, grammatical accuracy, fluency, presentational skills and comprehensibility.